

Preschool: Language and Literacy Part II





Teaching Phonological Awareness



Professional Development Module
Montana Office of Public Instruction



Organization

- **Practice Summary**
Gain an overview of a practice & see the issues it addresses 
- **Learn What Works**
Understand the research base behind the practice. 
- **See How It Works**
Examples of schools engaged in these practices. 
- **Do What Works**
Action ideas and examples of tools to improve your own practice. 

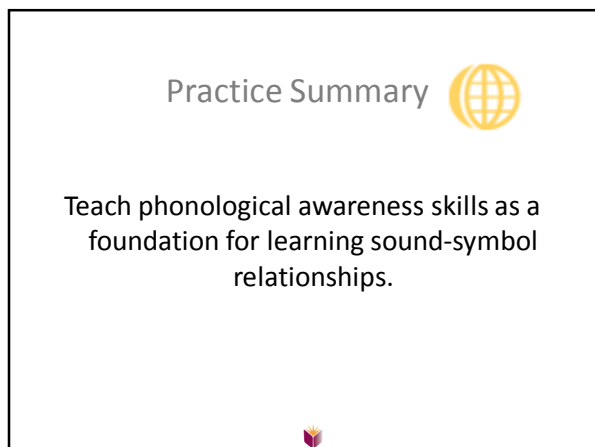


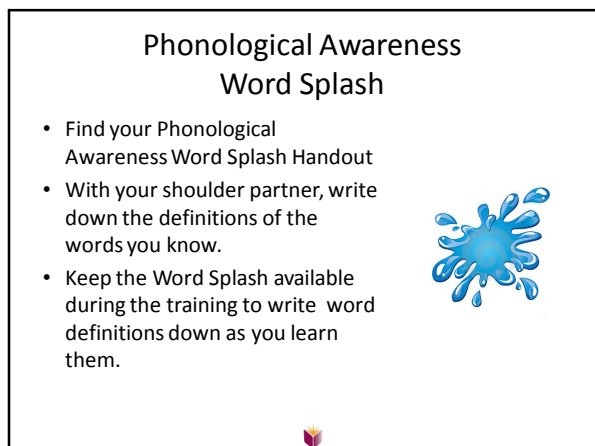
Recommended Practices

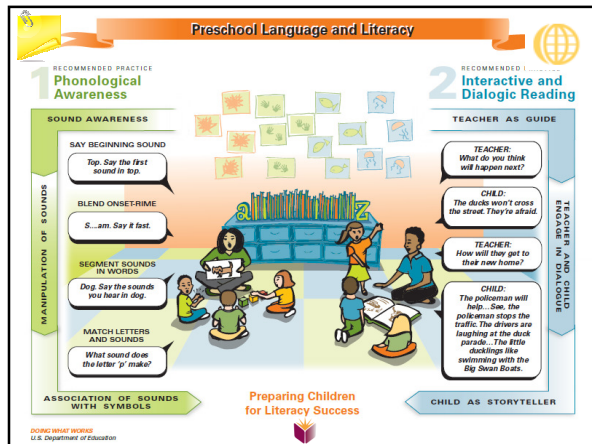
- 1) Teaching Phonological Awareness
- 2) Engaging Students in Interactive and Dialogic Reading











What is Phonological Awareness?

Phonological Awareness is understanding that:


- Words are composed of separate sounds (phonemes)
- Phonemes can be blended together to make words, words can be separated into phonemes, and phonemes can be manipulated to make new words
- Phonological Awareness is an **auditory** skill set.

What are Phonemes and Phonemic Awareness?

Phonemes are the smallest units of sound in spoken words.



Phonemic Awareness is a phonological awareness skill that focuses in individual sounds in words.


/m/	/a/	/t/
1 st Phoneme	2 nd Phoneme	3 rd Phoneme




Multimedia Overview:

Teaching Phonological Awareness in Preschool Overview










Video Overview

Key Concepts




- Students need to develop phonological awareness skills even before they reach kindergarten.
- Students with solid phonological awareness can:
 - break words apart into syllables
 - detect and produce rhyme
 - detect and isolate sounds in a word, and
 - blend and segment sounds in words
- Phonological awareness instruction should be integrated into informal activities and small group lessons as part of the daily routine.





Phonological Awareness

Word Splash



- Revisit your Phonological Awareness Word Splash Handout
- With your shoulder partner discuss the difference between phonological awareness and phonemic awareness.
- Write down the definitions of the words you learned.





Learn What Works 

Expert Interview Video:
Providing Phonological Awareness Instruction
 – Susan Landry, Ph.D.
 University of Texas Health Science Center at Houston








Table Discussion Activity 

- Choose a spokesperson and a recorder at your table
- Each table has a question about the Phonological Continuum.
- Discuss the question and record your answer to the question.
- Your spokesperson will share out.







See How It Works

Develop phonological awareness skills as a foundation for learning sound-symbol relationships by-

1. **Planning Instruction**
2. Helping Teachers to Improve Practice and Monitor Progress



Syracuse City School District, New York

Where: Syracuse, New York

Demographics:
90% Free or Reduced-Price Lunch
22% Students with Disabilities
15% English Learners

Type: Urban

Grade Level: Pre-kindergarten





Expert Interview Presentation: Phonological Awareness All Day Long

- Kimberly Riley, Syracuse City School District, New York
June 2007
- See What Works: Planning Instruction



60, 30, 15 Partner Activity

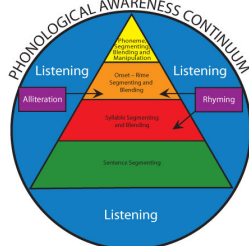
Choose one of the topics from your sticky notes and discuss the topic with your shoulder partner.

- Partner 1 Speaks for 60 seconds
- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15



The Phonological Awareness Continuum

- PA is auditory, ONLY
- Many students are mastering skills at different levels at the same time
- Use a visual to support instruction ie. hand signal, unifix cubes, marker





PA Continuum Activity

- Find your “Frog and Toad Are Friends” partner.
- Find another partner pair next to them to form a group of four.
- Work at your tables.
- On chart paper, create a continuum of phonological awareness, writing examples for each type of phonological awareness.
- You have 10 minutes.



Expert Interview Video: About Oceans- Integrating Language and Literacy Activities

- Linda Walker, Preschool Teacher
- Syracuse City School District (NY)



Table Talk Activity



- At your table, discuss the following questions:
 - How did Linda Walker incorporate language and literacy activities related to her theme?
 - Why is intentional planning so important?
 - How did Linda use the dramatic play center to teach phonological awareness?
 - What is the importance of “teachable moments” in broadening children’s learning?




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Expert Interview Video: Letters vs. Phonemes

- Dr. Louisa Moats
- Reading Rockets

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Phonemic Awareness

Definition: the ability to segment words into sounds, blend them back together, and manipulate the sounds to make new words.

/m/ /a/ /p/ = 3 phonemes



➤ When words are spoken, their phonemes are blended together. Phonemes are represented in written words as single letters or combinations of letters.

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Expert Interview: Phonemic Segmentation

- Dr. Louisa Moats
- Reading Rockets

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More Definitions



- **Letter Sound Knowledge:** the knowledge of the common sounds of letters, letter combinations, and spelling patterns, and blending the sounds together to make words.
- **Alphabetic Principle:** the understanding that the sequence of sounds in spoken words is represented by the sequence of letters in printed words.
- **Phonics:** instruction where letters or print are added to a phonological awareness activity



Phonological Awareness Word Splash



- Revisit your Phonological Awareness Word Splash Handout
- With your shoulder partner discuss the importance of phonemic awareness, letter-sound knowledge and the alphabetic principle as they relate to learning to read.
- Write down new word definitions or information.





Table Talk



Phonological Awareness → **Phonics**



At your table, share the different steps that you saw Dr. Moats use to scaffold the development from phonemic awareness sound segmentation to word building.




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Expert Interview Video: Letters and Sounds
 – Kabee Lee, Kindergarten Teacher
 – Reading Rockets




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PA All Day Activity

- Find your “Where the Wild Things Are” partner.
- Look through the Daily Lesson Plans for Four-Year-Olds and highlight all the phonological awareness instruction and practice opportunities.
- Discuss: Are you using a similar planning tool in your current practice? List some ideas on how you can more consistently integrate Phonological Awareness activities throughout your day?

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Phonological Awareness . . .


What Students Need to Learn

- Spoken words consist of individual sounds or phonemes
- How words can be pulled apart into sounds (*segmented*), how these sounds can be put back together (*blended*) and added, deleted, and substituted (*manipulated*)
- How to use their phonemic awareness to blend sounds to read words and to segment words into sounds to spell words

How We Teach It


- Provide explicit and systematic instruction that focuses on only one or two phonemic awareness skills at a time, such as segmenting and blending
- Link sounds to letters as early as possible
- Use systematic classroom-based instructional assessment to inform instruction


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Develop phonological awareness skills as a foundation for learning sound-symbol relationships by


1. Planning Instruction
2. **Helping Teachers to Improve Practice and Monitor Progress**






Portales a Aprender Leer




Where: Lincoln, Nebraska	Demographics:
Type: Rural	-Migrant Hispanic families
Grade Level: Preschool	-Predominantly Spanish-speaking students
	-90% free or reduced-price lunch







Expert Interview Presentation: Phonological Awareness- A Sequential Approach

- Ron Nelson, Researcher
- Portales a Aprender Leer Project (NE)








Ready to Learn Providence

Where: Providence, RI Demographics:
 -90% Free or Reduced-
 Type: Urban Price Lunch



Grade Level: Preschool









Expert Interview Audio: Keeping Track of Student Progress With Portfolios

-Susan Zoll, Early Reading First Director/
Early Literacy Coach




Personal Literacy Plans

What is a PLP?


- It's a snapshot of children's literacy skills based on early literacy assessments.
- A means to organize and to move each child forward in his/her literacy learning.
- An *individually-referenced* assessment tool to collect authentic, on-going classroom documentation.



Personal Literacy Plans

Home/School Connection

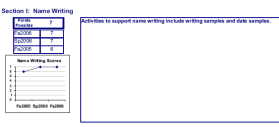
- A place to note when contact was made with children's parents.
- Teachers can document requests from parents: book selection, library visits, home literacy activities that support classroom learning.



The thumbnail shows a form titled 'Personal Literacy Plan' with fields for 'Student Name Here', 'Date of Birth', and 'Teacher or School/Teacher Name'. It includes sections for 'Home School Connection' with checkboxes for 'Parental involvement in school activities' and 'Home literacy activities', and a 'Communication with parents' section with checkboxes for 'Phone call', 'Email', 'In-person meeting', and 'Other (specify)'. There is also a 'Communication with school' section with checkboxes for 'Email', 'Phone call', 'In-person meeting', and 'Other (specify)'.

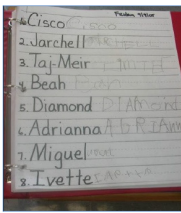
Personal Literacy Plans

Name Writing



The thumbnail shows a form titled 'Section 1: Name Writing' with a 'Name Writing Sample' section. It includes a list of names: 'Cisco', 'Jarchell', 'Taj Meir', 'Beah', 'Diamond', 'Adrianna', 'Miguel', and 'Ivette'. There is also a 'Name Writing Sample' section with a grid for writing names.

- Teachers can collect on-going, informal assessments of children's name writing.
- Potential Opportunities:
 - Daily sign-in sheets
 - Name Writing Activities
 - Name samples on children's work

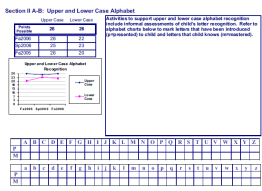


The thumbnail shows a sample of children's name writing on a grid. The names are: 1. Cisco, 2. Jarchell, 3. Taj Meir, 4. Beah, 5. Diamond, 6. Adrianna, 7. Miguel, and 8. Ivette.

Personal Literacy Plans

Upper and Lower Case Alphabet

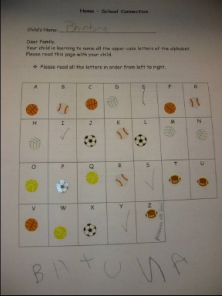
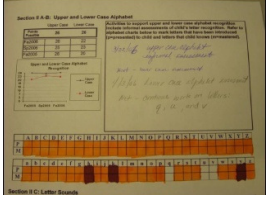
- Note the dates that informal assessments were performed.
- Shade in the letters that the child can identify.
- An area to write suggested next steps



The thumbnail shows a form titled 'Section 2: Upper and Lower Case Alphabet' with a 'Letter Recognition' section. It includes a grid for writing letters and a section for 'Suggested Next Steps'.

Personal Literacy Plans

Name Writing/Upper Case Letter Rec.

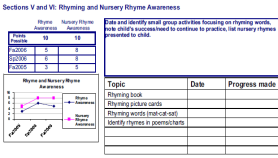
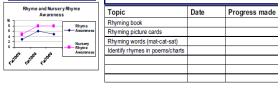



Here is an example of an informal assessment for Uppercase Letter Recognition and Name Writing.

Personal Literacy Plans

Rhyming and Nursery Rhyme Awareness

- Information from PLP's guide monthly professional development sessions: book selections promoting rhyming and PA; rhyming cards.

Personal Literacy Plan

Oral Language and Vocabulary Development

Oral Language and Vocabulary Development:


PPVT	Age	Score	Age Score
P2001	5:1	2	0:50
P2001	4:5	2	0:50
P2001	4:2	2	0:50

PPVT Score: _____

Child is most likely to extend conversations on the topic of: _____


Child has new vocabulary from B.L. and other curriculum: _____

- Teacher notes whether or not conversation samples are available for the child.
- Lists focus vocabulary words for child.



Personal Literacy Plan


PALS Assessment Data




- Provides an area to record PALS Assessment Data and other important information that may influence children's progress.


PALS Summary	Student 1 Student 1 Student 1	Student 2 Student 2 Student 2	Student 3 Student 3 Student 3	Student 4 Student 4 Student 4	Student 5 Student 5 Student 5	Student 6 Student 6 Student 6	Student 7 Student 7 Student 7	Student 8 Student 8 Student 8
Pre-Test	1	2	3	4	5	6	7	8
Post-Test	1	2	3	4	5	6	7	8
Score	1	2	3	4	5	6	7	8

Other Information/Comments:







Personal Literacy Plan




The PLP was designed as a tool to “translate” formal data into a teacher and family-friendly document that assists in targeting relevant literacy activities to children. Thus, the PLP serves as the catalyst for recognizing where each child is on the early literacy continuum and individualizing instruction for their emergent literacy development.








Discussion Activity



- Discuss the Personal Literacy Plan with your “The Very Hungry Caterpillar” Book Partner
- What are the strengths of using a tool like this one?
- Is this a tool you could use in your classroom or school?
- How could this tool be integrated into a Kindergarten Transition plan?







Wayne County Literacy Acceleration Project

Where: Waynesboro, Tennessee


Type: Rural


District: Wayne County Schools


Grade Level: Pre-kindergarten

Demographics:

- 60% Economically disadvantaged
- 8% Students with Disabilities












Expert Interview Audio: Using Evaluation Data to Improve Teaching

-Sherri Curry, Director
-Wayne County Literacy Acceleration Project








The Final Splash!

- Find your "The Hat" Book Partner
- With your partner, complete your Phonological Awareness Word Splash.
- Support information with your partner as needed.



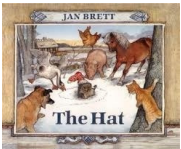


Table Talk Closing Activity

- At your table, discuss the following questions:

-How does your program currently evaluate data to identify instructional needs and develop improvement plans?

-How are you using evaluation data to shape a professional development plan for improving instructional practice?

-What do you see as the value of using classroom observation and videotaping as part of a professional development program?



Do What Works Ideas in Action

Develop phonological awareness skills as a foundation for learning sound-symbol relationships.



Ideas in Action for Early Childhood Program Directors

What can I do to help teachers learn how to integrate phonological awareness instruction into daily activities?

1. Build on what teachers already know and do.
2. Demonstrate specific strategies for integrating instruction.
3. Guide teacher planning and collaboration.



1. Build on what teachers already know and do.

- Schedule a staff meeting
 - find out what teachers already know
 - provide an opportunity to share what they are doing in their classrooms.
- Show the expert interview with Dr. Susan Landry
 - phonological awareness skill development and classroom implementation.
- Review the Phonological Developmental Continuum
- Use the Reflecting on Instructional Practice Self-Reflection tool



2. Demonstrate specific strategies for integrating instruction.


- Staff trainings or mini-workshops
 - Showing specific strategies
 - Generate new ideas
- Show the *Phonological Awareness All Day Long* Presentation
- Break into small groups to design and demonstrate and activity teachers might use in their classrooms.
- Provide additional support for teachers who need additional help.
 - *Letters vs. Phonemes, Phonemic Segmentation, and Letters and Sounds instructional videos*




3. Guide teacher planning and collaboration.

- Use the Planning Chart Tool to plan Phonological Awareness activities.
- Use the Goals and Planning Tool for teachers to use for lesson planning.
- Provide the Resource Book List to help teachers generate ideas for phonological awareness instructional activities.
- Create a school resource and activities library.







Ideas for Action Tools



- Learning Together about Teaching Phonological Awareness
- Learning Together About Integrating Phonological Awareness
- Reflecting on Instructional Practices





Literacy Coach or Mentor




What key components should be included in designing a phonological awareness instructional program?

- Collaborate with staff to use a developmental continuum of skills.
- Incorporate skill tracking and formative assessment to improve daily lesson planning.




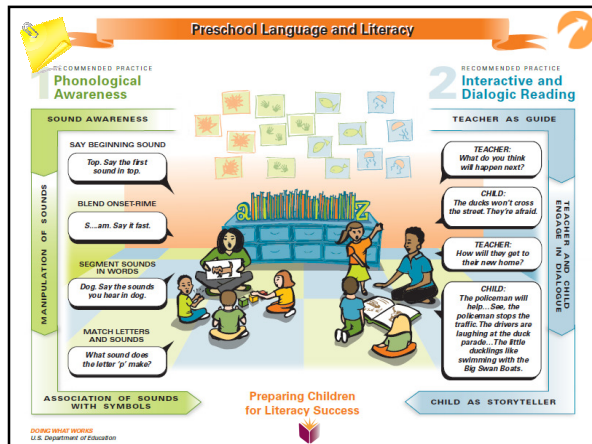


Ideas for Action Tools



- Creating Individual Professional Development Plans
- Planning Template: Working with Schools and Early Childhood Programs





Learn What Works

Research Evidence

According to the What Works Clearinghouse (WWC) review, phonological awareness instruction improves phonological processing skills and, when combined with letter knowledge instruction, increases print knowledge.

- **Phonological Awareness Training:** The WWC found this practice to have positive effects for phonological processing. Eleven studies were reviewed.
- **Phonological Awareness Training plus Letter Knowledge Training:** The WWC found this practice to have positive effects for print knowledge, potentially positive effects for phonological processing and early reading/writing, and no discernible effects for cognition.

Learn What Works

Related Links

- [Children's Learning Institute Website: CIRCLE Professional Development—Phonological Awareness](#) The Children's Learning Institute website provides links to resources and research on early literacy and teacher training. This section of the website defines phonological awareness and includes a phonological awareness continuum.
- [U.S. Department of Education: Early Reading First Program](#) The Early Reading First Program helps prepare children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure academic success. This website describes the program's key components and operation.

Learn What Works



Related Links

[iColorin Colorado!](#)

This website provides information, activities, and advice for educators and Spanish-speaking families of English language learners (ELLs). Colorin Colorado's mission is to find research-based and best-practice information about teaching reading to ELLs and use the power and reach of the Internet to make it widely available to parents, educators, and policymakers. Because Spanish is the native language of 80 percent of ELLs, the site is currently focusing their bilingual efforts there. However, they do have some materials available in additional languages and are constantly looking to expand their language base. The site is an educational initiative of the WETA public television and radio station and a service of the Reading Rockets Project.



Learn What Works



Related Links

- [Reading Rockets](#)

This website includes information and resources on phonological awareness, its relationship to early reading, and research-based guidelines for teaching both phonological and phonemic awareness. For example, the site provides information on techniques for teaching reading and strategies to help children who struggle in learning to read; a downloadable teachers' guide and online course with toolbox and modules for first-year teachers; and a list of articles and online/downloadable videos.



References/Resources

- Doing What Works: <http://dww.ed.gov/>
- National Mathematics Advisory Panel Final Report: <http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>
- Montana Office of Public Instruction Content Standards: <http://www.opi.mt.gov/Curriculum/Index.html>



Montana
Office of Public Instruction
Denise Juneau, State Superintendent
